



KWARA STATE

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

**ANNUAL EDUCATION SECTOR
PERFORMANCE REPORT 2010**

August 2010

Contents

Abbreviations.....	iii
Introduction – Purpose of the report	1
Chapter 1 – Performance assessment framework	3
Data on the education system	6
Chapter 2 – Inputs	7
Budget implementation.....	7
Chapter 3 – Processes.....	11
Policy and strategy.....	11
Public service reform and organisational development.....	14
Chapter 4 – Outputs	17
Facilities	17
Textbooks and teaching-learning materials	19
Teachers.....	19
Other outputs	20
Chapter 5 – Outcomes	21
Participation.....	21
Access and equity	23
Internal efficiency	24
Learning	25
Chapter 6 – Implications	26
Access and equity	27
Quality improvement.....	27
Reform of tertiary education with focus on College of Education turnaround.....	27
Institutional reform and management	27
Strengthening the inspectorate division	27
Education funding.....	27
Annex 1 – ESP and MTSS 2010-2012 Key Performance Indicators.....	28
Annex 2 – Population assumptions	30

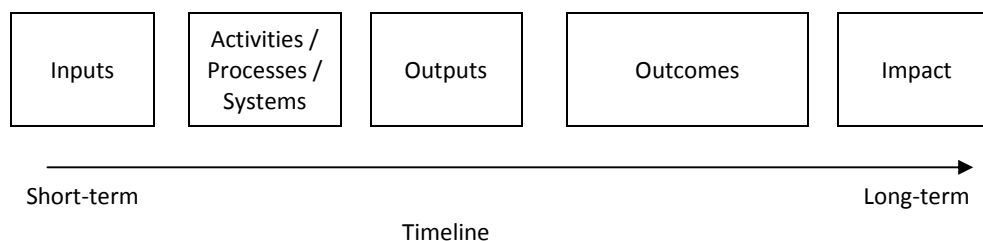
Abbreviations

ASC	Annual School Census
ASR	Annual Sector Review
CWIQ	Core Welfare Indicator Questionnaire
ECCE	Early Child Care Education
ECCDE	Early Child Care Development Education
EFA	Education for All
EMIS	Education Management Information System
ENSUBEB	Enugu State Universal Basic Education Board
ESP	Education Strategic Plan
ESOP	Education Sector Operational Plan
ETF	Education Trust Fund
FTS	Federal Teacher Scheme
GER	Gross Enrolment Rate
JSC	Junior Secondary Certificate
JSS	Junior Secondary School
LGA	Local Government Authority
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MOEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
MTSS	Medium Term Sector Strategy
NBS	National Bureau of Statistics
NCE	National Council on Education
NER	Net Enrolment Rate
PPSMB	Post Primary School Management Board
PRS	Policy, Research and Statistics (Department)
PRY	Primary
SAME	State Agency for Mass Education
SB	Scholarship Board
SBMC	School Based Management Committee
SESP	State Education Sector Programme
SMOE	State Ministry of Education
SSC	Senior School Certificate
SSS	Senior Secondary School
STVMB	State Technical and Vocational Management Board
UBE	Universal Basic Education

Introduction – Purpose of the report

1. Kwara State has completed its Education Sector Plan (ESP), a long-term strategic document which guides the education sector reform agenda Every Child Counts. Kwara State has committed to an annual sector review process in its ESP (p.49): “An Annual Sector Review (ASR) will be scheduled to assess performance over the school year and to complement the budgetary cycle so that informed decisions can be taken prior to budget preparation. Similarly, the review will take place prior to revision of the rolling 3-year Education Sector Operational Plan. It is expected that annual reviews will eliminate the need for development partners to request separate reviews for individual projects and support programmes. The review will cover whole sector performance and will, of necessity, cover all aspects of annual educational development, including projects and sub-programmes.
2. The first ASR should be undertaken no later than 2010. In preparation for the ASR, SMOE should produce a comprehensive Annual Education Sector Performance Report, including assessment of progress towards meeting indicators and targets, and implementation of ESOP. The report will include lessons learned and recommendations as a basis for discussions during the ASR”.
3. This report supports the planning and budget process – and its purpose is to complement some of the key stages:
 - It sums up the *accounting and reporting* stage, in the sense that it disseminates information on expenditure and results.
 - It fulfils a precondition for the *external scrutiny and accountability* stage, which is to enhance transparency in the sector for the benefit of all stakeholders.
 - It informs the *budget planning* stage: it is a brief sector analysis that takes stock of objectives and targets and links them to the budget process.
4. More specifically, some of the key questions asked in this report are:
 - What is the evidence on key education *output and outcome trends*, with particular reference to the indicators specified in the planning and budget documents?
 - Are observed trends consistent with *expectations* in the light of current policies?
 - What does the evidence suggest about *changes* that should be made to these policies?
 - Are there any *data* gaps and, if so, what additional data should be collected and how can ongoing processes be improved?
5. The information presented in this report is organised from a results-based management perspective: indicators describe resources used and measures taken (inputs and activities; e.g. teacher training reforms) in order to produce short- to medium-term results (outputs; e.g. teacher quality), which in their turn are believed to be key stepping stones to achieve

medium- to long-term results for the beneficiaries (outcomes and impact; e.g. learning outcomes). The analysis focuses on what assumptions and influencing factors are at work in the relationships between inputs and results. Evidence of whether or not outcomes are achieved, or in what direction outcome patterns are pointing, should provide the planner with a reasonable basis to adjust activities and policies.



6. Since the aim of the report is to inform the planning process, its structure tries to link programme implementation (inputs-activities-outputs) with sector performance (outcomes-impact) through the use of sector performance information and statistics:
 - Chapter 1, using the strategic planning and budgeting documents of the State, determines performance expectations and presents the sources of information
 - Chapter 2 discusses the progress on expenditure
 - Chapter 3 discusses the education sector systems and processes
 - Chapter 4 presents the evidence on outputs
 - Chapter 5 presents the evidence on outcomes and impact

7. Chapter 6 will summarise the key findings and will draw the main implications to be used for strategic planning purposes and in particular the preparation of the 2011-2013 MTSS

Chapter 1 – Performance Assessment Framework

Every Child Counts

8. Every Child Counts sets out four key goals designed to form the basis for better delivery of education across the state:
- Expert teaching
 - To ensure regular, structured assessments for teachers, complemented by professional development courses for them to improve their skills.
 - To ensure teachers have access to mentors to offer guidance and practical advice- with classroom based training focusing on leadership skills and communication with pupils.
 - To ensure that what children learn is relevant so that they are equipped to enter the world of work and contribute to the economy
 - Maintaining standards
 - To devise a clear set of quality assurance standards for every school, including the private establishments.
 - To support schools to develop systems to assess their own quality, encouraging them to evaluate what needs to be improved, and what is working well.
 - To draw together Kwara’s existing inspection units, and work with schools to support success and find solutions to weaknesses.
 - To ensure schools are well managed, with head teachers providing strong leadership and effective guidance for pupils.
 - To support high quality teaching with modern and efficient administration systems to make sure schools are run effectively.
 - College of Education
 - To improve the capacity of College of Education to produce the right quality of teachers.
 - To bring the curriculum of the College of Education in line with the practical demands of teaching in primary schools
 - To ensure that College of Education plays a leading role in driving the quality of teaching in schools by providing quality pre-service training and continuing in-service training to teachers.
 - Institution building
 - To execute series of capacity building activities at the Ministry of Education, the State Universal Basic Education Board and the Teaching Service Commission
 - To strengthen the Education Management Information System
 - To develop public communication and advocacy system to make information available to all parents.

Education Sector Plan 2009-2018

9. The Kwara Education Strategic Plan (ESP) provides an overview of education sector policies, objectives, targets and strategies for the period 2009 to 2018. The ESP is structured around six key priority areas:

- Access and equity
 - Consolidate access to basic education
 - Eliminate gender disparities in basic education and narrow gender gaps in senior secondary access
 - Provide equitable educational opportunities for disadvantaged and vulnerable children and increase the enrolment, retention and completion of children with special needs
- Quality improvement
 - Pre-service training to include well supported periods of practical training in schools
 - Improve the practical skills of teacher graduates
 - To develop costed plan for enlarged programme of in-service upgrading for all teachers in basic education on a rolling basis of 5 years.
 - Improve incentives through recognition of performance, professional development and incentives including salaries
 - Increase the provision of basic education textbooks and other teaching and learning materials so that all teachers are provided with the tools of trade
- Reform of tertiary education with focus on College of Education turnaround
 - SMOE will publish a clear vision, with strategic and tactical plans, for teacher education to support the broader framework of EFA and SSS education
 - Rapid reduction in intake to pre-service programmes to bring supply of and demand for teachers into equilibrium within 3 years.
 - All pre-service teacher education programmes and courses to be revised and reformed, with emphasis on bringing curriculum into line with practical demands of teaching in primary and junior secondary schools.
 - A sustained improvement in the quality of teaching staff at Oro
 - To select student applying for teacher education on the basis of exam results and an interview
- Institutional reform and management
 - To deliver appropriate institutional back-up to enable effective delivery of policy intervention
- Strengthening the inspectorate division
 - Improve the scale, organisation and effectiveness of school inspection in Kwara
- Education funding
 - Increase and sustain education resource allocation to facilitate achievement of objectives and targets of ESP

- Improve the efficiency and effectiveness of resource mobilisation

Medium Term Sector Strategy

10. The MTSS document is centred on five major goals:

- Improving basic education
 - Improve literacy, numeracy and reading skills
 - Improve teacher advisory and support mechanism
 - Improve learning environment
 - Community ownership and participation
 - Improving access to basic education through ECCDE
- Improving senior secondary education
 - To enhance leadership and management through training
 - Enhance teacher quality in senior secondary schools
 - To improve quality of science and technical education schools
 - To improve quality of learning environment in schools
- Improving system policy, planning and management
 - To strengthen the institutional capacity of the ministry and its agencies
 - To enhance organisational development of the ministry and its agencies
 - To enhance public financial management systems in the ministry and its agencies
 - Improving the scale, organisation and effectiveness of school quality assurance
 - To strengthen knowledge management and communication
- Improving adult and mass education
 - Improving access to adult education
 - To improve the quality of adult education
- Improving tertiary education
 - To develop an integrated strategy to ensure that tertiary education institutions meet the needs to undertake a labour market survey, identify the roles of institutions and their inter-relationships, develop a tertiary education sector strategic plan and develop work plans for implementation
 - To establish Kwara State College of Education, Oro, as centre of excellence
 - To improve the quality of teaching/learning environment in other post-secondary institutions
 - To enhance the scholarship/bursary system
 - To develop Kwara State University

Data on the education system

11. There are two types of information for reporting progress against the above objectives:

- Qualitative information based on the reports provided by Kwara State education MDAs, which is reported mainly in Chapter 3
- Quantitative information, which is reported in Chapters 2, 4 and 5, is from the following sources:
 - Kwara State Government report of the accountant general with financial statements for 2006, 2007 and 2008
 - Approved Kwara State of Nigeria recurrent and capital estimates for 2007, 2008 and 2009
 - Ministry of Education returns on revenue and expenditure December 2009
 - State Universal Basic Education Board Budget Report 2007, 2008 and 2009
 - Teaching Service Commission Report: Building Our Children 2009
 - Annual School Census 2009-2010
 - Kwara SUBEB Census 2007-2008
 - Kwara SUBEB Students Examination Sheet Count and Teachers Payroll Screening
 - Kwara SUBEB report on Learning Achievement 2008
 - Selected household surveys, such as the 2005 Nigeria Living Standards Survey (NBS / World Bank), the 2006 Core Welfare Indicators Survey (NBS / World Bank) and the 2007 Multiple Cluster Indicator Survey (NBS / UNICEF)

Chapter 2 – Inputs

12. This chapter describes:

- the resources allocated (by the State and Federal government), released and spent in the education sector, and
- broader public financial management issues

Budget implementation

13. The state expenditure on education as a proportion of total state revenue decreased from 17% in 2006 to 16% in 2008. The share of recurrent expenditure on education, as a share of total state recurrent revenue, decreased from 19% in 2006 to 13% in 2008 but the share of capital expenditure on education increased from 12% to 25% during the same period.

14. The state expenditure on education as a proportion of total state expenditure increased from 17% in 2006 to 18% in 2008. While the share of recurrent expenditure decreased from 20% in 2006 to 17% in 2008, the share of capital account increased by over 9 percentage points between 2006 and 2008.

Table 2.1 Kwara State: actual revenue, expenditure and expenditure on education sector

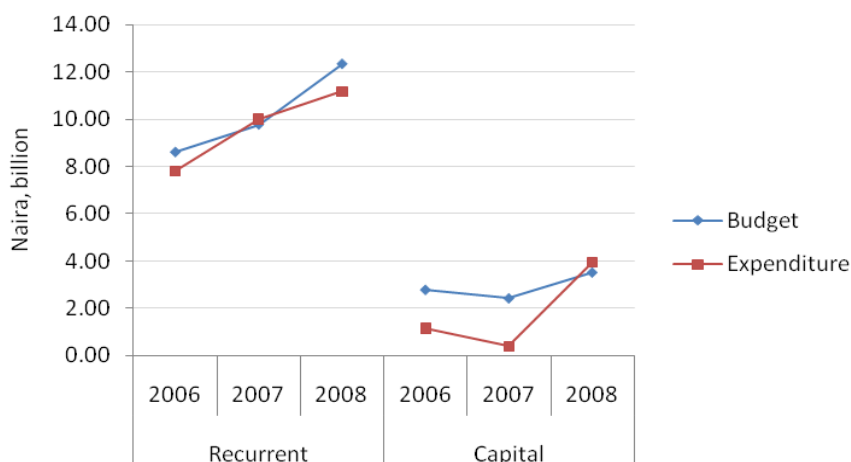
	Total state revenue		Total state expenditure		State expenditure on education	
	Recurrent	Capital	Recurrent	Capital	Recurrent	Capital
2006	20,303,772,506	9,211,475,266	19,669,177,844	10,555,466,108	3,905,541,735	1,145,553,960
2007	22,179,417,274	17,725,557,083	19,463,004,199	20,006,388,647	4,827,989,181	388,237,003
2008	42,572,623,711	16,021,094,245	34,010,077,940	19,890,139,850	5,644,471,236	3,955,000,000

Note: Figures taken from Accountant General Report 2006, 2007 and 2008

15. In 2008, total actual expenditure on education sector was 75% of the total approved budget for education. The biggest difference was in capital expenditure account where only 55% of approved budget was actually spent compared to recurrent expenditure account where almost 82% of the approved budget was actually spent.

16. The share of basic education in total public expenditure on education was 63% in 2008, while the share of senior secondary and tertiary education was 11% and 15%, respectively. The share of basic, senior secondary and tertiary education in total recurrent expenditure on education was 69%, 12% and 15%, respectively, in 2008.

17. Total education expenditure per annum was N 26,525 per basic education pupil (including pre-primary) and N 18,500 per senior secondary education pupil and the average annual teaching cost at the basic level was N 265,738 and N 320,046 at the senior secondary level.

Figure 2.1 Education sector budget and expenditure, 2006-2008**Table 2.2 Kwara State education budget and expenditure by type and level (in Naira)**

Level	Budget		Expenditure	
	Personnel	Overheads	Personnel	Overheads
Basic* (including pre- primary) (23,116 teaching staff)	8,640,852,643	213,311,064	Teaching 6,142,798,550	292,948,643
			Non-teaching 635,043,183	
Senior Secondary (including technical and vocational) (3,257 teaching staff)	1,264,585,381	30,575,000	Teaching 1,042,389,538	28,162,893
			Non-teaching 155,759,356	
Tertiary (870 teaching staff)	1,398,204,627	552,231,631	Teaching 565,513,811	417,469,805
			Non-teaching 608,010,854	
Central administration (MOEST)	141,234,968	335,968,400	124,521,705	276,121,034
Other programmes (AME & SB)	13,984,374	7,150,000	10,727,978	4,892,000
Total	11,458,861,992	1,139,236,095	9,284,764,975	1,019,594,375

*Note: Includes FTS fund

18. The contribution of local governments to meeting the staffing costs of basic education accounted for 52.5% of total recurrent expenditure on education in 2008.

Table 2.3 Recurrent budget and expenditure by LGEA, 2008

	Budget			Expenditure		
	Personnel*	Overheads**	Total	Personnel*	Overheads**	Total
Asa	540,655,831	2,924,794	543,580,626	441,696,758	2,741,195	444,437,953
Baruten	282,488,046	2,543,875	285,031,921	212,474,831	2,543,875	215,018,706
Edu	418,513,300	2,422,706	420,936,006	245,526,640	1,336,365	246,863,005
Ekiti	205,518,124	1,614,167	207,132,291	177,519,373	380,000	177,899,373
Ifelodun	784,378,211	4,317,928	788,696,138	548,691,930	4,317,928	553,009,858
Ilorin East	683,278,219	3,537,111	686,815,330	511,114,826	3,462,712	514,577,538
Ilorin South	529,172,137	2,505,850	531,677,987	417,488,261	3,118,510	420,606,771
Ilorin West	943,828,940	4,641,574	948,470,514	831,894,237	4,518,550	836,412,787
Irepodun	549,764,332	3,202,702	552,967,034	480,769,511	3,119,702	483,889,214
Isin	200,917,636	1,591,396	202,509,032	177,840,814	1,591,396	179,432,210
Kaiama	211,924,398	1,822,671	213,747,069	156,550,686	1,822,611	158,373,298
Moro	522,622,184	3,470,946	526,093,130	310,126,551	3,470,946	313,597,497
Offa	459,236,503	2,801,053	462,037,556	293,857,617	2,704,307	296,561,925
Oke Ero	203,965,176	1,621,524	205,586,700	148,871,910	1,589,195	150,461,104
Oyun	386,873,017	2,427,361	389,300,378	282,126,805	2,427,361	284,554,166
Patigi	209,232,169	1,692,489	210,924,658	173,122,086	1,567,688	174,689,774
Total	7,132,368,223	43,138,147	7,175,506,371	5,409,672,839	40,712,342	5,450,385,180

* Federal allocation to LGA ** SUBEB

19. The share of basic education in total capital expenditure on education was 38% in 2008, while the share of secondary and tertiary education was 10% and 13%, respectively.

Table 2.4 Capital account budget and expenditure by levels of education

Levels	Budget	Expenditure
Basic	1,800,662,164	964,047,865
Senior Secondary	416,000,000	243,635,884
Tertiary	619,400,000	337,990,655
Cross-cutting	1,615,070,308	877,414,831
Other Programmes (AME & SB)	166,000,000	133,745,000
Total	4,617,132,472	2,556,834,235
LGA Resources	Not available	Not available

20. The following capital budget and expenditure data were not available:

- UBE Intervention Fund budget and expenditure by LGEA
- Local government and any other capital expenditure by LGEA

21. In 2008, SUBEB implemented 3rd and 4th quarter plans for 2005 and 1st and 2nd quarter plans for 2006. SUBEB received N 2.25 billion for UBE projects in 2008 however of this only N 694m was spent in 2008.

Table 2.5 UBE Intervention Fund budget and expenditure

	Budget*			Expenditure		
	Infrastructure & Furniture	Instruction materials	Teacher training	Infrastructure & Furniture	Instruction materials	Teacher training
Pre-primary	36,274,906	7,773,194	7,773,194	5,235,227	8,050,970	4,905,000
Primary	471,573,777	101,051,524	101,051,524	331,772,789	72,659,327	73,557,784
Junior Secondary	217,649,436	46,639,165	46,639,165	148,090,133	18,419,745	31,989,650
Total	725,498,118	155,463,883	155,463,883	485,098,149	99,130,041	110,452,434

* 3rd and 4th quarter 2005 and 1st and 2nd quarter 2006

22. Apart from UBE-IF, N 215.2 million was spent from ETF account in 2008. This was only 56.7% of the budgeted amount.

Table 2.6 ETF budget and expenditure

	Budget	Expenditure
MOEST	14,000,000	9,240,000
SUBEB	92,120,000	45,710,000
Tertiary Institutions	273,500,000	160,299,866
Total	379,620,000	215,249,866

23. The state government produces an annual budget report that captures information on both recurrent and capital account for education sector including parastatals. It captures information not only on State funds but also on Federal allocations under Education Trust Fund (ETF) and UBE Intervention Fund (UBE-IF). Besides these it also captures information on external grants from donors such as: The World Bank and UNICEF.
24. The PRS unit of SUBEB also produces an annual budget report that captures information on recurrent budget and expenditures by LGEAs. The report however does not capture information on projects carried under ETF and UBE-IF.
25. The most important gap in terms of education sector financial information relates to revenue and particularly capital budget and expenditure by local governments. There is need to improve the mechanism by which this information is captured and reported.

Chapter 3 – Processes

26. This chapter describes the main changes in governance and management that were undertaken to improve the effectiveness and efficiency of education service delivery. Numbers in brackets refer to objectives identified in the ESP/MTSS.

Policy and strategy

Planning and management

Review and reform of Education Management Information System [ESP IRM 2]

27. Planning enhances a focused approach to work, thus reliable data is one of the necessities for effective planning and the department lacked adequate facilities to collect desired information for effective management of the education sector. The capacity of the State EMIS Committee, which is responsible for supervision of and ultimately the carrying out of the State's EMIS activities within the MDAs, was further strengthened through a series of trainings and workshops in 2009, particularly focussed on the core EMIS staff within the MDAs. One of the key activities carried out by the State EMIS Committee was the conduct of the Annual School Census 2009. In 2010 the State EMIS Committee's core staff will be carrying out data processing and publishing the ASC information. There is also a plan to encourage LGEAs to establish functional EMIS units in 2010.

Basic education policy

Increasing access [ESP AE 1, AE 4]

28. Even though Kwara State has managed to ensure that most school aged pupil are enrolled, there still remains a problem of poor attendance and poor learning for both boys and girls. In 2009 SUBEB improved the quality of available infrastructure, and in addition, 101 new schools now offer junior secondary classes through either upgrading of existing primary schools or establishing new junior secondary schools. In 2010 there is a plan to establish an additional 29 junior secondary schools in order to improve access.

Private schools [ESP AE 5]

29. Private schools have been given the opportunity to thrive because they increase access opportunities for school aged children and provide choice of provision. During 2009 there was a moratorium on the establishment of new private schools in order to allow the SMoE to establish how many schools were then in existence and ascertain that they are providing good quality education. The Association of Private School Proprietors was involved in this entire process. All head teachers of private schools were directed to submit their JSC and SSC results in order to monitor their quality and the contribution of private schools to the education sector. Also, guidelines for establishing private schools were revised and four private schools that did not comply with the guidelines were closed down. There are plans to carry out regular inspections to ensure quality and to make sure these schools comply with the guidelines.

ECCE [ESP AE 3]

30. Early Childhood Care and Development Education (ECCDE) is important for increasing access to primary education and to improve lifelong learning giving a child a good start in life. All public primary schools were encouraged to establish ECC centres and as a result 1,419 public primary schools and 582 private schools have functioning ECC centres. In 2009 SUBEB supported schools in improving delivery of this type of education by providing sanitation facilities, learning materials and play items. Also, SUBEB implemented a national policy of minimum qualification for pre-primary teachers and care-givers. It is planned that SUBEB will carry out a Needs Assessment Survey in 2010 for the public ECC centres for effective planning and resource allocation.

Children with special needs [ESP AE 8]

31. The State's goal with regard to physically challenged children is to equip them with the literacy and numeracy skills and other (particularly vocational) knowledge and skills required to make them independent and productive members of society. In order to reduce their isolation as a group, the Inclusive Education practice of integrating a few of them into conventional schools had been carried out this year. Three itinerant teachers have been trained in 2009 to assist children with low vision. Also, N 4 million was given to private schools that have children with special needs in order to help them provide a supportive environment. The State government has also started a campaign to encourage private individuals to donate to State school for special needs children. The State government has planned to procure more instructional material for these children, and N 5 million has already been approved for purchasing these materials. It is also planned that an additional three itinerant teachers will be trained in 2010.

Nomadic education [ESP AE 9]

32. Establishing high participation amongst Nomadic children is not a problem unique to Kwara State. There are sixty nomadic primary schools in Kwara, of which seven were established in 2009. There is a plan to construct two new classrooms each in five of the existing nomadic schools and N23m has been approved for this purpose. There is also a programme to increase the participation of nomadic children through an enrolment drive campaign and through the activities of school based management committees (SBMC).

Adult literacy [ESP AE 9]

33. In order to provide learning opportunities for those who have been unable to attend school at the usual age, Kwara State's Agency for Mass Education has established eleven adult literacy classes and vocational centres. This year the Agency has sponsored radio programmes in addition to the establishment of fifty 'Literacy by Radio' centres to enhance the capacity of pupils and their facilitators. There are plans to increase adult literacy classes to 32 next year in order to increase opportunities for more adults interested in the programme and N1.79 million has been approved for this purpose.

Secondary education policy

Curriculum structure in senior secondary education [ESP AE 6]

34. The new senior secondary school curriculum is available in the ministry for use by teachers in the state. The National Education Research and Development Council (NERDC) conducted a sensitisation and advocacy interactive workshop for stakeholders in the education sector in Kwara State on the new senior secondary school curriculum structure. The NERDC approved the inclusion of computer studies and civic education in the list of subjects to be examined at the senior secondary level in 2010 in addition to other subjects. However, despite computer studies having already been within the state's curriculum for many years, no schools have as yet examined pupils in this subject at the senior secondary level. In order to improve the quality of computer education ten specialist teachers were employed in 2009. Even though there is need for an additional 40 computer teachers, only ten more teachers will be recruited in 2010. More generally, it is planned that sensitisation workshops will be organised for secondary school teachers in the state in order to ensure successful implementation of the new secondary school curriculum structure.

Conversion of 15 senior secondary schools to science secondary schools [MTSS 2.3.1]

35. Progress in science and technology is important to the development of all nations at the current time. As Kwara State cannot afford immediately to equip all 237 senior secondary schools, the schools have been clustered into approximately 50 groups, out of which schools in one group will be fully equipped as Science Senior Secondary Schools. In 2009 three senior secondary schools were provided with science equipment as a first step towards conversion to Science Senior Secondary Schools. In 2010, 5 senior secondary schools will be converted and an additional 5 schools will be provided with science equipment. However the number of schools that are to be supplied with science equipment may increase if ETF funding is released.

Tertiary education policy

Reforms of tertiary institutions [ESP EQ 2, TE 2]

36. *College of Education, Oro*: The curriculum in Oro has been re-designed to suit its new status as a College of Basic Education; the administrative structure has been realigned to meet new requirements and lecturers have been re-trained by ESSPIN to handle the new curriculum. Admissions policy has been revised to link the intake of students to the market demand for teachers. Oro is working on its institutional plan but is yet to develop its programme of in-service upgrading of teachers. The ministry, with support from ESSPIN, intends to train lecturers and council members on the new policy direction challenges.
37. *College of Education, Ilorin*: The College has ceased to admit students for the regular NCE programmes. It now runs remedial and Interim Joint Management Board (IJMB) programmes. The College intends to run a regular degree programme from 2010.

38. *College of Education, Lafiagi*: The College is still offering regular NCE programmes for Technical and Science teachers.
39. *College of Arabic and Islamic Legal Studies*: The College has introduced more courses from within the humanities and courses in computer sciences. The college plans to procure equipment for effective delivery of these new courses.

Kwara State Polytechnic reform programme [ESP TE 1]

40. The institution is gradually moving towards a target intake of 70 percent of students for Science/Technology courses. In 2009 7,749 students were enrolled in science courses as compared to 4,266 students in non-science courses. The polytechnic has constructed a new senate building this year and plans to pursue its mandate by completing the Institute of Technology complex, supplying modern equipment and refurbishment of existing equipment in 2010.

Establishment of Kwara State University [ESP TE 1]

41. The State University has been established and it has its council in place. It has recruited 83 academic staff, 164 non-academic staff, and admissions for 550 students for the 2009/2010 academic session has been completed, with lectures having commenced. The following physical structures have been erected at its main campus: administrative block; lecture room complex; auditorium; staff quarters; vice-chancellor's lodge; students' hostel. There are plans to complete existing capital projects in 2010.

Scholarships to needy students [MTSS 5.4.1]

42. The Kwara State Government offers financial assistance to some of Kwara's indigent students to the sum of N26.4 million. This was allocated to 131 students of law in the four Nigerian law schools, at the rate of N200,000 per student. Also, N143.79m was released and disbursed at N3, 000 per students for 2009 bursaries in 75 tertiary institutions. Recently the Scholarship Board was informed that N1 million was awarded to two Kwara students from Government House, Ilorin. Efforts are being made by the Scholarship Board to establish a trust fund which will involve the State Government, local government stakeholders and financial institutions.

Public service reform and organisational development

Organisational development

Review of legislative framework to overcome duplication of responsibilities [ESP IRM 2]

43. The education laws and edicts of the Teaching Service Commission (TSC), State Universal Basic Education Board (SUBEB) and the Agency for Mass Education (AME) all contained clauses that had been inhibiting efficient and productive cooperation with the State Ministry of Education, Science and Technology. The Ministry worked in collaboration with the State Ministry of Justice to produce a draft state education bill which has been submitted to His Excellency, the Executive Governor, for onward submission to the State House of Assembly

for ratification. In pursuance of this, a Memorandum of Understanding (MoU) that will serve as a framework for relationships between MDAs has been developed and was signed in early 2010 by all stakeholders.

Human resource management and development

Demand-led teacher recruitment process [MTSS 3.2.2]

44. The old recruitment, appointment and promotion process as used by the State Universal Basic Education Board (SUBEB) and Teaching Service Commission (TSC) were anything but transparent. Therefore a body to be known as the Teacher Recruitment, Appointment and Promotion Committee (TRAPCO) is being set up by the Ministry of Education, Science and Technology to set criteria to be complied with for the recruitment, appointment and promotion of officers, based on the newly developed 'Career Path'. The Committee will comprise of experienced retired as well as currently serving educationists, administrators and other relevant positions as a way of making the body a transparent one.

Teacher performance management system [ESP EQ 9]

45. The current level of incentives to teachers is considered grossly unsatisfactory; therefore a new 'Career Path' has been developed by the Ministry. The new performance management system was developed in 2009, which includes a professional standards framework, an appropriate salary scale corresponding to each stage of a teacher's career, a rigorous assessment process including a probationary period and a process for annual increment progression and promotion to higher grades. In order to further improve the performance of teachers, the Ministry is planning to increase rural and science teachers' allowances, continue to give merit awards to outstanding teachers, sensitise communities on the need to provide accommodation and security for teachers as a way of enhancing the performance of teachers and encourage them to stay in rural areas.

Teacher deployment policy according to need [ESP AE 2]

46. Even though there is a policy to ensure that no staff should be allowed to stay for more than six years in a station and that there should be a rural-urban balance in deployment, there still remains a problem of uneven distribution of teachers between rural and urban areas. Efforts are being made to effectively develop and implement a new deployment policy through TRAPCO. Teachers' deployment in 2010 will be according to this new policy.

Biennial teacher assessment tests before recruitment and in-service training [ESP EQ 8]

47. In order to determine the competency levels of the teachers a Teacher Development Needs Assessment was conducted for all basic-level teachers in 2008. The results showed that a large proportion of the teachers were lacking the necessary skills and knowledge. Consequently, seminars and workshops were commenced in 2009 to cater for specific areas of deficiencies. The programme which started with English Language and Mathematics teachers will continue into 2010, and will expand to cover other subjects as well. In order to improve the quality of teachers in service, twenty-four experienced serving teachers were

selected and trained to serve as State School Improvement Team (SSIT) members as well as three hundred and twenty others trained to serve as School Support Officers (SSO). The two groups will work hand-in-hand with head teachers and teachers in order to bring about desired improvement in the teaching-learning situation in our schools. The Ministry plans to conduct the teacher assessment test every two years as a way of monitoring the quality of improvement of teachers and school administrators.

Standards and quality assurance

Establishment of Kwara Education Quality Assurance Bureau [ESP IRM 1]

48. Due to the declining quality of education, duplication of roles across MDAs on inspection of schools, poor quality of inspections and poor quality of inspection instruments, a new Quality Assurance Bureau was established in 2009. Bureau officers have been recruited and posted to 6 zones of the state, the training of these officers has commenced and 5 vehicles have been provided to facilitate their work. Each zone has at least two inspection teams and each team visits at least two schools every week. Additionally, officers from QAB state headquarters supervise and coordinate zonal activities. It is planned to train these officers in conducting school evaluations and these officers will then go on to train school head teachers on conducting school self-evaluation. It is also planned that in 2010 the Bureau will conduct 'self' as well as 'external' evaluations of both public and private schools and the reports of these evaluations will be made public. There are also plans to procure 5 more vehicles and computers for the effective functioning of the Bureau.

Performance management and accountability

Establishment of SBMCs [MTSS 1.4.2]

49. The ECC charter stressed the need for the establishment of School Based Management Committees (SBMC) as crucial to the development of education at the grassroots level through working hand-in-hand with the school authorities to achieve specified targets. In 2009, a State Task Team was setup to redesign and monitor the activities of these SBMCs and the training of the members of this task team has commenced. This Task Team in collaboration with the Social Mobilisation Department of SUBEB has started to develop guidelines on SBMCs. Besides this, SESP continued to provide funds to SBMCs in 6 LGAs in accordance with their school development plans. It is planned that in 2010 these SBMC guidelines will be finalised and put into use. There are also plans to train members of SBMCs to effectively use the guidelines in 4 LGAs.

Revitalisation of the School Service and Social Mobilisation Departments [MTSS 1.4.1]

50. In order to make the functioning of SUBEB more effective a revitalisation of these two departments was planned. As a first step the roles and responsibilities of the two departments were redefined in 2009. It is planned that officers from the two departments will be trained in their new roles in 2010.

Chapter 4 – Outputs

Facilities

Classrooms

51. The total number of classrooms in primary schools in 2009/10 is 7,101 of which there are: 6,390 usable classrooms; 386 classrooms under construction; and 325 unusable classrooms. The total number of usable classrooms in junior secondary schools is 2,034, while the total number of usable classrooms in senior secondary schools is 1,940.
52. Table 4.1 reports on classroom characteristics by LGEA and education level. Total classrooms include usable as well as unusable classrooms and classrooms under construction.
- The average pupil-classroom ratio is 34 in primary schools, 42 in junior secondary schools and 35 in senior secondary schools.
 - The share of classrooms in need of major repairs is 29% in primary schools, 38% in junior secondary schools and 37% in senior secondary schools
 - In primary schools, the percentage of classrooms with mud/earth floor is 10%, the percentage of classrooms with adequate seating arrangements is 28% and the percentage of classrooms with a good blackboard is 67%.
53. The total number of classrooms in private schools in 2009/10 is 5,445 and the average number of pupils per classroom is 26.

Water and sanitation

54. Table 4.2 reports on the water and sanitation facilities in schools:
- About 36% of primary schools have a source of potable water. The lowest percentage is found in Oke Ero LGEA (26%) and the highest percentage in Ilorin West LGEA (62%). The corresponding percentage is 58% and 70% in junior and senior secondary schools.
 - Only 15% of primary schools have at least one functional toilet. The lowest percentage is found in Edu LGEA (2%) and the highest percentage in Ilorin West LGEA (57%). The corresponding percentage is 21% in junior secondary schools and 29% in senior secondary schools.
 - On average there are 95, 98 and 113 pupils per functional toilet at the primary, junior secondary and senior secondary levels respectively.
55. In private schools, 68% schools have functional toilets and there are only 67 pupil on average per functional toilet. About 83% of private schools have a source of potable water.

Table 4.1 Classrooms in Kwara State schools

LGEA	Pupil-classroom ratio			Share of classrooms in need of major repairs (%)			Primary		
	Pre-PRY & PRY	JSS	SSS	Pre-PRY & PRY	JSS	SSS	Mud / earth floor (%)	Classrooms with adequate seating (%)	Classrooms with good blackboard (%)
ASA	47	63	44	25	15	33	8	27	66
BARUTEN	56	84	68	41	29	52	33	23	52
EDU	37	70	48	38	39	31	34	16	57
EKITI	24	18	31	16	26	32	7	37	76
IFELODUN	23	20	16	35	51	36	7	20	59
ILORIN EAST	32	34	43	35	30	32	7	29	62
ILORIN SOUTH	39	61	51	26	24	15	2	23	64
ILORIN WEST	46	75	74	23	45	30	2	43	76
IREPODUN	16	20	22	26	53	45	9	39	79
ISIN	17	23	14	21	33	59	5	31	71
KAIAMA	50	66	87	15	7	14	18	27	69
MORO	28	38	37	31	33	54	4	19	75
OFFA	29	53	37	25	41	43	3	33	70
OKE ERO	16	27	20	21	35	48	6	46	76
OYUN	23	24	20	24	47	37	7	28	77
PATIGI	69	52	38	25	34	42	14	17	62
TOTAL	34	42	35	29	38	37	10	28	67

Table 4.2 Water and sanitation characteristics in Kwara State schools

LGEA	Percentage of schools with potable water supply			Percentage of schools with at least one functional toilet			Pupils per functional toilet		
	PRY	JSS	SSS	PRY	JSS	SSS	PRY	JSS	SSS
ASA	38	57	53	5	24	13	81	47	75
BARUTEN	24	50	100	13	50	40	73	141	100
EDU	36	63	64	2	19	36	115	165	133
EKITI	53	54	73	21	15	9	62	37	27
IFELODUN	30	59	69	6	17	29	52	38	41
ILORIN EAST	37	49	52	23	26	29	121	83	163
ILORIN SOUTH	33	63	80	35	54	87	99	205	172
ILORIN WEST	62	50	88	57	33	41	150	118	181
IREPODUN	40	79	82	18	24	26	44	38	45
ISIN	41	81	100	34	13	60	41	10	62
KAIAMA	43	30	100	4	0	67	67		95
MORO	30	32	42	6	5	8	71	17	26
OFFA	31	65	73	40	12	18	99	159	87
OKE ERO	23	80	64	23	0	0	43		
OYUN	24	48	56	21	14	22	52	46	65
PATIGI	46	38	60	16	8	0	149	106	
TOTAL	36	58	70	15	21	29	95	98	113

Textbooks and teaching-learning materials

56. There are no figures on the ratio of students per core subject textbook. However, the school census follow up survey will provide an estimate in mid-2010. Similarly, there are no estimates on the availability of teacher guides per primary school teacher and subject guides per junior secondary school teacher.

Teachers

57. The total number of teachers in primary schools in 2009/10 is 18,255 of which:

- 1,143 are paid through the Federal Teachers Scheme
- 16,887 are paid by the State / LGEA
- 84 are paid by the community / PTA
- 9 are volunteers (including NYSC teachers)
- 132 did not specify their salary status

58. As shown in Table 4.3, 84% of teachers paid by the State have at least the minimum teaching qualification (NCE). Whereas, 95% of teachers paid by the Federal government have at least the minimum teaching qualification. As a whole, 84% of primary school teachers have at least the minimum teaching qualifications, while a further 10% have Grade II qualification and 7% have no qualifications.

Table 4.3 Percentage of primary teachers by salary source and teaching qualification

Salary source	Teaching qualification					Total
	None	Grade II	NCE	PGDE	BEd/MEd	
Federal Government	3	2	79	1	14	100
State Government	6	10	62	1	21	100
Community/Volunteer	6	8	75	2	8	100
Total	6	10	63	1	20	100

59. The total number of teachers in 2009/10 in junior secondary schools is 5,226, of which 4,982 are paid by the State / LGEA and 935 also teach in senior secondary schools. The total number of teachers in 2009/10 in senior secondary schools is 5,489, of which 5,301 are paid by the State / LGEA.

60. Table 4.4 reports on teacher characteristics by LGEA and by level of education.

- The average pupil-teacher ratio is 11 in primary schools, 18 in junior secondary schools and 14 in senior secondary schools.
- The average pupil-qualified teacher ratio is 13 in primary schools, 19 in junior secondary schools and 16 in senior secondary schools.
- In primary schools, the percentage of female teachers is 57%, the percentage of teachers who attended a training workshop / seminar in 2009 is 27% and the percentage of teachers who were absent from the school on long-term training is 1%.

61. There are 8,935 teachers in private schools, of which 91% teachers have at least the minimum teaching qualification (NCE). Only 4% teachers in this type of schools have no teaching qualification. On average there are 15 pupils on per teacher and 16 pupils per qualified teacher in private schools.

Other outputs

62. The percentage of primary schools with school development plans is 39%. However, there are large differences between LGEAs, as the range varies between 25% in Edu LGEA and 77% in Ilorin West LGEA.

63. There is currently no information on a number of outputs of interest:

- Incidence of class-based teaching in primary schools
- Average instructional hours per school year
- Share of primary and secondary schools with effective SBMCs and BOGs: while 92% of primary schools claim to have an SBMC, it is unknown how many of these committees can be considered effective; a community survey expected to take place with support from ESSPIN in 2010 will shed light on this issue.

Table 4.4 Teachers in Kwara State schools

	Pupil-teacher ratio			Pupil-qualified teacher ratio			Primary		
	PRY	JSS	SSS	PRY	JSS	SSS	Female teachers (%)	Teachers who received training (%)	Teachers on long-term training (%)
LGEA									
ASA	8	17	9	10	18	10	50	40	1
BARUTEN	22	56	31	30	63	34	25	58	0
EDU	13	27	26	17	28	33	20	17	1
EKITI	11	11	16	14	13	20	65	53	1
IFELODUN	7	12	13	7	13	14	69	26	1
ILORIN EAST	11	17	14	13	17	16	57	41	1
ILORIN SOUTH	9	16	15	11	17	17	70	28	1
ILORIN WEST	15	20	15	17	20	16	65	21	0
IREPODUN	5	14	11	6	14	11	75	6	3
ISIN	6	9	11	6	9	12	68	7	1
KAIAMA	15	15	41	25	16	41	36	0	4
MORO	10	16	16	12	18	20	51	31	0
OFFA	10	30	13	11	32	14	74	32	4
OKE ERO	8	18	17	8	19	19	75	0	0
OYUN	8	15	10	9	16	11	72	38	0
PATIGI	28	29	24	38	30	27	21	34	1
TOTAL	11	18	14	13	19	16	57	27	1

Chapter 5 – Outcomes

Participation

64. **Early childhood care and education.** During the school year 2009/10:
- There are 2,569 and 15,238 children enrolled in *public* kindergarten and nursery classes, respectively. The share of girls is 48%.
 - There are 14,538 and 25,705 children enrolled in kindergarten and nursery classes attached to *private* schools, respectively. The share of the private sector is 85% at kindergarten and 63% at nursery level.
65. **Primary education.** During the school year 2009/10:
- There are 105,418 boys and 94,186 girls enrolled in *public* schools. Compared to 2008/09, public primary education enrolment decreased by 1,872 children (or 1%). The share of girls is 47%.
 - There are 34,337 boys and 33,375 girls enrolled in *private* schools. Compared to 2008/09, private primary education enrolment increased by 5,956 children (or 10%). The share of the private sector is 25%.
66. **Junior secondary education.** During the school year 2009/10:
- There are 45,220 boys and 39,667 girls enrolled in *public* schools. Compared to 2008/09, public junior secondary education enrolment decreased by 1,904 children (or 2%). The share of girls is 47%.
 - There are 9,931 boys and 8,664 girls enrolled in *private* schools. Compared to 2008/09, private junior secondary education enrolment increased by 1,783 children (or 11%). The share of the private sector is 18%.
67. **Senior secondary education.** During the school year 2009/10:
- There are 38,523 boys and 30,217 girls enrolled in *public* schools. Compared to 2008/09, public senior secondary education enrolment increased by 2,737 children (or 4%). The share of girls is 44%.
 - There are 7,596 boys and 6,404 girls enrolled in *private* schools. Compared to 2008/09, private senior secondary education enrolment increased by 1,976 children (or 16%). The share of the private sector is 17%.
68. Table 5.1 presents enrolment levels and Table 5.2 presents gross and net enrolment rates based on population assumptions presented in Annex 2. The net enrolment rate is 58% at the primary level and 51% at the junior secondary level. These rates mask considerable differences between LGAs, as shown in Table 5.3.

Table 5.1 Enrolment in Kwara State

Level	2008-2009			2009-2010		
	Male	Female	Total	Male	Female	Total
Public schools						
Pre-primary	7,953	7,746	15,699	7,676	7,562	15,238
Primary	106,703	94,773	201,476	105,418	94,186	199,604
Junior secondary	47,077	39,714	86,791	45,220	39,667	84,887
Senior secondary	36,665	29,338	66,003	38,523	30,217	68,740
Private schools						
Pre-primary	11,826	11,419	23,245	13,022	12,683	25,705
Primary	31,032	30,724	61,756	34,337	33,375	67,712
Junior secondary	9,218	7,574	16,792	9,931	8,644	18,575
Senior secondary	6,518	5,506	12,024	7,596	6,404	14,000
Total						
Pre-primary	19,779	19,165	38,944	20,698	20,245	40,943
Primary	137,735	125,497	263,232	139,755	127,561	267,316
Junior secondary	56,295	47,288	103,583	55,151	48,311	103,462
Senior secondary	43,183	34,844	78,027	46,119	36,621	82,740

Table 5.2 Gross and net enrolment rate in Kwara State, 2009-2010 (%)

Level	Gross enrolment rate			Net enrolment rate		
	Male	Female	Total	Male	Female	Total
Primary	65	61	63	60	57	58
Junior secondary	59	53	56	54	48	51
Senior secondary	54	45	49	48	41	45

Note: The population assumptions are presented in Annex 1.

69. Enrolment rates calculated using the 2009 annual school census and projected population are much lower than those calculated using household surveys. For example, according to the 2006 CWIQ survey, the gross and net enrolment rates for Kwara were 115% and 78% respectively. The difference between rates calculated using administrative and survey data could be due to:

- High number of both unrecognised and recognised private schools not captured by the school census
- Under-reporting of enrolment by private schools
- Inflated population

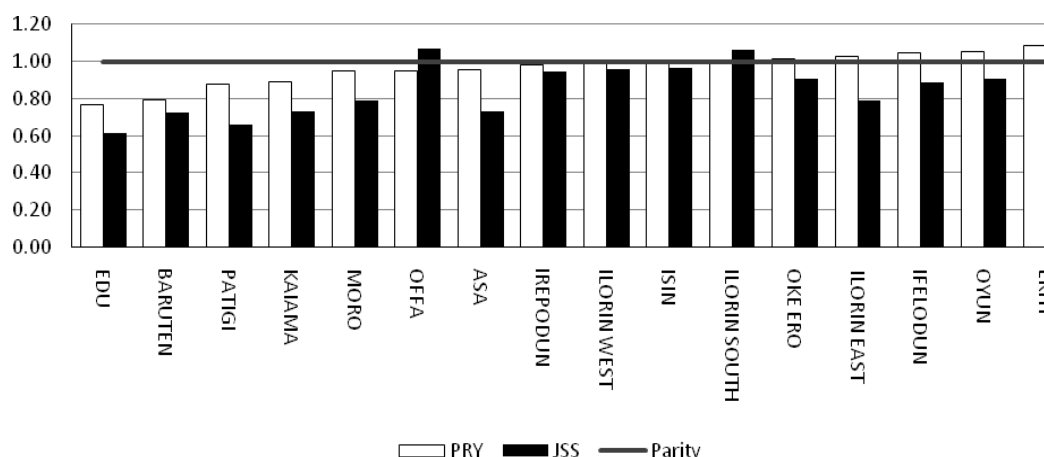
70. It is expected that evidence from a new household survey in 2010 will provide an update on the current level of enrolment and the relative size of the private sector.

Table 5.3 Gross enrolment rate by LGEA (%)

LGEA	Primary			Share of private sector	Junior secondary			Share of private sector
	Male	Female	Total		Male	Female	Total	
ASA	82	78	80	14	63	46	54	18
BARUTEN	64	51	58	15	40	29	35	48
EDU	67	51	59	15	42	26	34	8
EKITI	53	58	56	12	29	30	29	11
IFELODUN	42	44	43	15	35	31	33	16
ILORIN EAST	59	61	60	28	84	67	76	8
ILORIN SOUTH	73	73	73	57	82	87	84	24
ILORIN WEST	61	60	60	25	93	89	91	23
IREPODUN	54	53	54	40	59	56	58	18
ISIN	31	31	31	9	28	27	27	9
KAIAMA	59	53	56	30	25	19	22	17
MORO	91	86	89	20	50	39	45	15
OFFA	101	96	98	38	84	90	87	7
OKE ERO	38	39	38	26	41	37	39	7
OYUN	51	53	52	27	52	47	50	7
PATIGI	102	89	96	6	45	29	38	7
TOTAL	65	61	63	25	59	53	56	18

Access and equity

71. **Intake rate.** The gross intake rate, which is the total number of new entrants into first grade of primary education, regardless of age, as a percentage of the population at the official primary school-entrance age (i.e. 6 years) is 63% for boys and 60% for girls.
72. **Gender parity.** In Kwara State 12 out of 16 LGAs have gender parity index greater than 0.95 at the primary level meaning most LGAs have either achieved or are very close to achieving gender parity. The overall gender parity index is 0.94 at the primary level and is 0.90 at the junior secondary level suggesting a lower transition rate to junior secondary level for girls. In junior secondary education, the gender parity index is above 0.95 in only 6 out of 16 LGAs.
73. **Children with special needs.** Over 650 children at the primary level and 488 children at the secondary level have a disability. The number of girls with a disability at the primary as well as secondary level is significantly lower, which indicates a potential problem in terms of access for girls with disability.

Figure 5.1 Gender parity index at primary and junior secondary education by LGEA, 2009/10**Table 5.4 Number of children with special needs by type of disability and level**

	Visually impaired			Hearing impaired			Physically challenged			Mentally challenged		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	73	50	123	108	50	158	165	105	270	63	36	99
Junior secondary	100	20	120	48	49	97	64	26	90	2	66	68
Senior secondary	13	21	34	4	0	4	36	26	62	8	5	13
Total	186	91	277	160	99	259	265	157	422	73	107	180

Internal efficiency

74. The survival rate, in other words the percentage of a cohort enrolled in the Class 1 in a given school year expected to reach a particular class, is 72% to PRY6.
75. The transition rate, in other words the number of pupils admitted to JSS1 in 2009/10 expressed as a percentage of the number of pupils enrolled in the Class 6 in 2008/09 excluding the JSS1 repeaters, is 103%. The transition rate for girls was 2 percentage points higher than for boys. Transition rates higher than 100% indicate that there is a problem of underestimated primary enrolment figures.
76. The primary education gross completion rate, in other words the total number of pupils completing Class 6, regardless of age, expressed as a percentage of the population of 11 year olds (official primary graduation age), cannot be calculated in the absence of data on primary education graduates. However, if we use enrolment in Class 6 as a proxy, then the primary education gross completion rate was 50% for boys and 45% for girls. Using the same definition, the basic education gross completion rate was 61% for boys and 54% for girls. These rates also suffer from the underestimation of the primary enrolment level.

77. Repetition rates average at around 5% at the primary level (falling progressively from 7% at Class 1 to 3% at Class 6) and at around 2% at the junior secondary level.

Learning

78. In order to assess performance of pupils in primary schools, Kwara SUBEB conducted an assessment exercise in 2008 in Numeracy, Literacy and Life Skills. Assessments tests were carried out on primary grade four and grade six pupils from 64 randomly selected schools in the State. Table 5.5 reports mean score for all three tests by gender and grade. For Grade 4 pupils, girls mean score was less than boys in all three tests and for grade 6 pupils, girls mean score was higher than boys in all tests. Overall performance was low with pupil from Grade 6 having lower mean score in numeracy test compared to pupil in Grade 4.

Table 5.5 Mean score in assessment tests

	Primary Grade 4			Primary Grade 6		
	Male	Female	Total	Male	Female	Total
Numeracy	47.5	46.2	47.9	34.8	35.4	35.1
Literacy	50.1	46.8	49.2	55.4	56.7	56.0
Life Skills	55.0	52.3	54.9	56.6	56.9	56.7

79. According to the 2006 CWIQ survey the adult literacy rate is 56.6% this is almost 9 percentage points below the national adult literacy rate of 65.7%.

Chapter 6 – Implications

80. On the basis of the evidence presented in the report the following conclusions can be drawn about the state of the education sector in Kwara State:

Access and equity

- Enrolment at the ECCE level for both boys and girls, while increasing, is still very low.
- Kwara State has managed to achieve near gender parity at the primary education level but there still exists gender disparity at the junior and senior secondary education levels. Also, wide gender disparity exists between LGAs at all levels.
- The repetition and the dropout rates are high in lower grades at the primary level. As a result the survival rate to the final year of the primary cycle is low.
- The share of private sector participation is rising rapidly, particularly at the ECCE level. However, the exact size of the private sector cannot be measured because of the problem of under-reporting of enrolment by these schools due to policy of raising levies on these schools on the basis of facilities and location.

Quality

- Most teachers in Kwara State have the minimum teaching qualification, at all levels. However, the average quality of teaching staff at the primary level remains low.
- Significant steps have been taken to improve the quality of learning in primary schools, which hitherto has been quite low.
- Despite steps taken to improve and rationalise teacher deployment, there still remain large disparities between LGAs.

Infrastructure

- Only twenty eight percent of primary school classrooms have adequate seating and as many as twenty nine percent are in need of major repairs.
- Only one in three primary schools has a potable water supply and one in seven primary schools has a functional toilet. The situation in junior and senior secondary schools is not markedly better.
- Large disparities exist between LGAs in provision of infrastructural facilities.

Education funding

- The education sector's share in total state expenditure has increased slightly in the last three years.

81. No measures are yet available for many key targets but these will be forthcoming in 2010:

- learning outcomes in private schools
- teacher quality
- instruction materials

82. The following observations will be used to focus work on the 2011-13 MTSS.

Access and equity

- In light of significant disparity in enrolment rates coming out of household surveys and administrative data, mapping of private schools and the generation of incentives for accurate reporting of enrolment figures are required.
- Participation in pre-primary education must be broadened and promoted.
- Programmes should be implemented to raise awareness of the importance of girls' education at junior and senior secondary levels.
- Plans for the redeployment of teachers to reduce LGA disparities at all levels of schooling must be implemented.
- Infrastructure interventions (classrooms, water and sanitation) must be targeted to the LGAs with the greatest need.

Quality improvement

- The quality of learning in public and private primary schools must be regularly monitored.
- Best practices from private schools should be studied and adopted to improve quality of learning in public schools.

Reform of tertiary education with focus on College of Education turnaround

- The policy of linking teaching student intake to market demand should be effectively implemented.
- Visioning of tertiary institutions.

Institutional reform and management

- Institutionalisation of the sector performance monitoring function in the PRS Department of SMOE and SUBEB is essential to ensure that this report is produced every year.
- Enhanced capacity of the private schools unit in PRS department is needed to tackle the needs of this fast-growing private sector.

Strengthening the inspectorate division

- Expansion of the scope of Quality Assurance Bureau to include unrecognised and recognised private schools is needed.

Education funding

- The mechanism to capture information related to expenditure on education by LGAs should be improved.

Annex 1 – ESP and MTSS 2010-2012 Key Performance Indicators

This annex presents the ESP and MTSS indicators. The source is the 2009-10 annual school census except where indicated otherwise.

Table A1.1 ESP indicators

Access and equity	ECCE			Primary		
	Baseline (2006)	Latest (2010)	Target (2018)	Baseline (2006)	Latest (2010)	Target (2018)
Gross enrolment rate	17	16	37	157	62	105
Gross intake rate	–	–	–	116	63	103
Survival rate – male	–	–	–	79	73	89
Survival rate – female	–	–	–	72	71	88
Proportion of female teachers	–	–	–	57	57	57
Share of private/community schools	34	63	43	22	–	47

	Junior secondary			Senior secondary		
	Baseline (2006)	Latest (2010)	Target (2018)	Baseline (2006)	Latest (2010)	Target (2018)
Registration rate – Male	95	...	97	93	...	94
Registration rate – Female	85	...	97	90	...	92
Proportion of female teachers	51	52	51	46	40	46
Gross enrolment rate	75	56	98	72	–	86
Share of private/community schools	52	...	51	51	–	50

Education quality	Pupil-textbook ratio			Pupil-teacher ratio			Percentage of qualified teachers		
	Baseline (2006)	Latest (2010)	Target (2018)	Baseline (2006)	Latest (2010)	Target (2018)	Baseline (2006)	Latest (2010)	Target (2018)
Primary	0.3	...	5	33	11	40	73	84	78
Junior secondary	0.3	...	5	28	18	24	83	95	87
Senior secondary	–	–	–	23	14	19	84	91	90

Higher education	College of Education			Other higher education institutions		
	Baseline (2006)	Latest (2010)	Target (2018)	Baseline (2006)	Latest (2010)	Target (2018)
Gross enrolment rate	17.4	...	18.3	7.6	...	8.5
Enrolment in CoE	31,440	...	8,253	7.6	...	8.5

Education funding	Share of education in state budget		
	Baseline (2006)	Latest (2008)	Target (2011)
Education expenditure	12.5	17.8	13.4

Based on 2008 AG report

Table A1.2 2010-2012 MTSS key performance indicators

GOAL 1: Improve basic education	Source	Baseline (2010)	Target (2012)
Number of teachers completing literacy and numeracy programmes	?	...	...
Textbook: pupil ratio & teacher:guide ratio	Validation survey	...	...
120 reading corners developed	?	...	...
Number of inspections with acceptable reports	QAB	...	...
Numbers of head teachers trained	SSIT	...	...
Number of approved infrastructure plans	?	...	...
Number of completed projects	?	...	...
Percentage of schools with access to recreational facilities	?	...	...
Number of functioning SBMCs	Community survey	...	...
GOAL 2: Improve senior secondary education			
Percentage of head teachers undertaking coaching, monitoring and mentoring duties	?	...	...
Percentage of teachers reaching required standard	?	...	...
Number of schools converted to science secondary schools	?	...	...
TVET centre operational	?	...	...
Numbers of teachers recruited	TSC	...	...
Number of schools with new functional libraries procured, and 300 Library Assistants recruited and trained	?	...	...
GOAL 3: Improve system policy, planning and management			
Reform of State Education laws	DPRS	...	...
Improved effectiveness of MDA managers	Performance appraisals	...	...
Reduction in duplication of functions across MDAs	?	...	...
GOAL 4: Improve adult and mass education			
[No indicator specified]		...	...
GOAL 5: Improve tertiary education			
[No indicator specified]		...	...

Annex 2 – Population Assumptions

1. The population of Kwara State for 2009 by LGA has been estimated using:
 - the 2006 National Population and Housing Census figures:
 - by LGA
 - by age group, as they appeared in the publication Priority Tables (Vol. 1)
 - the United Nations population growth rate for Nigeria

2. Sprague multipliers were used to transform the age-group population figures into single-year population figures. These were then regrouped according to official Nigerian age groupings by education level: 3-5 years for pre-primary education, 6-11 years for primary education, 12-14 years for junior secondary education and 15-17 years for senior secondary education. Figure A2.1 shows the total figures.

3. Projections by LGA are listed in Table A2.1 and are based on the assumption that in 2009:
 - the share of Kwara State in the national population would be the same as in 2006
 - the share of LGAs would remain the same as in 2006

Figure A2.1 Kwara State population by age group

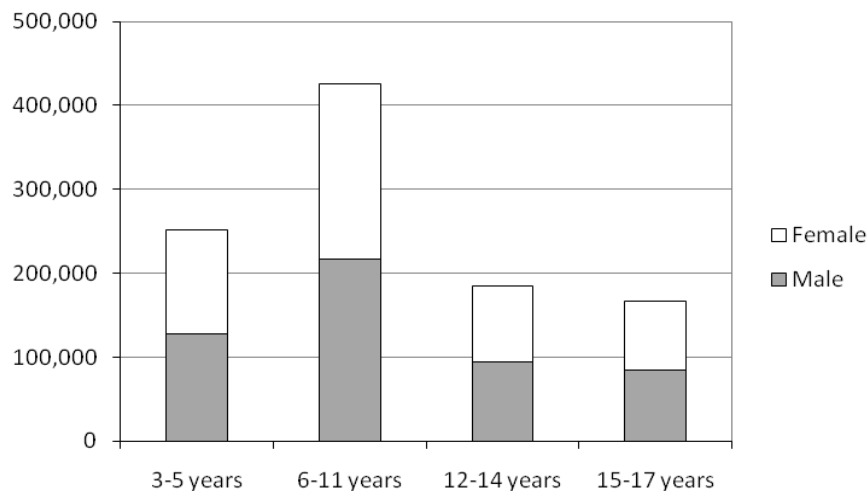


Table A2.1 Projected population by LGA

	Age group 6-11			Age group 12-14		
	Male	Female	Total	Male	Female	Total
ASA	11,517	11,213	22,730	4,990	4,895	9,885
BARUTEN	19,169	18,485	37,656	8,305	8,070	16,376
EDU	18,600	17,613	36,219	8,059	7,689	15,751
EKITI	5,034	4,826	9,861	2,181	2,107	4,288
IFELODUN	18,797	18,244	37,041	8,144	7,965	16,109
ILORIN EAST	18,504	18,230	36,730	8,017	7,959	15,974
ILORIN SOUTH	18,522	19,011	37,517	8,025	8,299	16,316
ILORIN WEST	32,235	33,353	65,558	13,967	14,561	28,511
IREPODUN	13,388	13,333	26,716	5,801	5,821	11,619
ISIN	5,465	5,274	10,739	2,368	2,303	4,671
KAIAMA	12,095	10,204	22,322	5,240	4,455	9,708
MORO	9,860	9,700	19,558	4,272	4,235	8,506
OFFA	8,200	7,920	16,121	3,553	3,458	7,011
OKE ERO	5,231	5,128	10,358	2,267	2,239	4,505
OYUN	8,614	8,330	16,944	3,732	3,637	7,369
PATIGI	11,102	9,065	20,192	4,810	3,957	8,781
TOTAL	216,335	209,928	426,263	93,731	91,649	185,379